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ABSTRACT

A 12-month report summarizes and evaluates the migrant education programs in the State of Colorado. The booklet contains sections on exemplary programs, number of children served, grade placement, teacher-pupil ratio, interrelationships with the regular Title I program, coordination with other migrant programs, inservice staff training, non-public-school participation, dissemination of materials, parental and community involvement, program effectiveness, special area programs, construction and equipment, supportive services, program integration, staff utilization, new programs, and program critiques. It is concluded that in general the program is functioning well, but improvements can be made in specific aspects of the program. Statistical information includes a breakdown of expenditures and student participation data for the fall of 1968, spring of 1969, and summer of 1969. (DB)

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COLORADO MIGRANT EDUCATION PROGRAM

SUMMARY & REPORT

SEPTEMBER 1, 1968, THROUGH AUGUST 31, 1969

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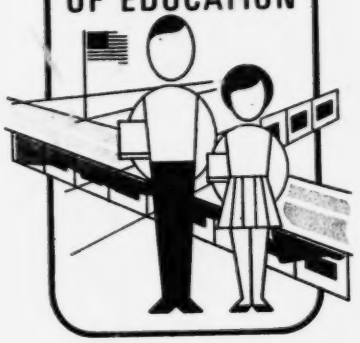
COLORADO DEPARTMENT OF EDUCATION



Prepared by NICK ROSSI, CONSULTANT
EDUCATION OF MIGRATORY CHILDREN

Division of
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COLORADO DEPARTMENT OF EDUCATION
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Denver, Colorado
January, 1970

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No charge to Colorado School Districts

The Summary Report of the Colorado Migrant Program
September 1, 1968, through August 31, 1969

EXEMPLARY PROJECTS

There were several exemplary activities in Colorado's Migrant Program this past year. One was the use of "interest centers," using a team-teaching approach. Approximately ninety children participated in each center under the supervision of four teachers and four aides. The centers were designed to stimulate children's curiosity through the use of displays, tapes, and individual motion picture presentations. Each center consisted of approximately fifteen different activities geared to a child's particular interest at that time. The result was improved instruction for migrant children.

Another example of a new activity was the vocational courses instituted for older migrant children. The children enjoyed the work and attendance was unusually high. Other activities that bear mention are homeliving courses for migrant girls and studies in hygiene and personal grooming for all children.

Two Migrant Education Mobile Units are in use in Colorado. These units have provided a valuable diagnostic service to migrant children. Many children have been identified as needing glasses, hearing aids, and other medical correctives. Correct diagnoses of physical, as well as learning disabilities have greatly improved the ability of some migrant children to learn through more appropriate programing.

CHILDREN SERVED

It was estimated in our State Plan that 6,170 children would participate in Colorado's Migrant Program. The sum total of actual participants during the 1969 fiscal was 6,295 children. It must be emphasized that the latter figure does include some children who were counted more than once because of attendance in different districts, and does not represent the number of different children served. The total number of *different* children served would probably be several hundred less than the cumulative figure given above. At this time it is not feasible to count children only once. This will be possible with the full implementation of the Interstate Record Transfer System. Colorado is serving as a pilot state in the development of such a system.

The number of children actually served, subject to the limitations above, is included in the enrollment statistics attached to this document.

Migrant children are identified through use of the family contact form. A copy of our Family Contact Interview Report is attached.

GRADE PLACEMENT

Most children were identified for grade placement through the use of teacher-made tests. Some schools used standardized tests, and some others were placed in grade through the use of teacher opinion. The method used depended upon the expertise present at the local level, and the length of stay of the migrant child in a given locale.

TEACHER-PUPIL RATIO

The teacher-pupil ratio in summer migrant schools was approximately twenty students for each teacher. In addition, one teacher aide was provided for every twenty

students; therefore the adult-child ratio was approximately one to ten.

Because of the extremely low pupil-adult ratio in the classroom, individualized instruction was possible and used extensively. In many instances a one-to-one tutorial approach was utilized and children were given a great deal of personal attention.

INTERRELATIONSHIP WITH THE REGULAR TITLE I PROGRAM

During the school year,ESEA Title I programs and migrant education programs were closely coordinated. In many instances the activities were shared, facilities were shared, and in-service and preservice education of staff members was done on a cooperative basis. In other instances, migrant and Title I children shared the same classroom and the Migrant Program funded for a proportionate share of the cost.

Because our migrant population is primarily Hispano and many of our disadvantaged youngsters in Colorado are also Hispano, the Migrant Mobile Diagnostic Units used in the Migrant Program are also utilized to provide preservice and in-service education for teachers of Title I, as well as migrant children. Diagnostic services were made available to Title I children through the units.

COORDINATION WITH OTHER PROGRAMS

In Colorado the State Legislature provides $165,000 for the education of migrant children. These funds are supplemented with federal funds to provide services to migrant children. In addition, local districts during the regular school year provide the basic education for migrant children through their own resources, and during the time that the regular schools are in session, the Migrant Program only supports those activities that are over and beyond the

normal school program.

The coordination between these programs has been extremely close, resulting in a comprehensive program regardless of funding source.

The Colorado Migrant Education Program participates with such agencies as the Council of Churches, the Colorado Migrant Council, and local migrant councils, in order to provide services to migrant children. During the past year, we contracted with the Colorado Migrant Council to provide services to migrant children in one area of the state that would not provide a program through the usual school setting. There is still one area of the state of Colorado with a substantial migrant population that does not choose to provide services to migrant children through the public schools. It is estimated that in this area approximately 100 children are not being served that should be served.

INSERVICE TRAINING

Preservice, inservice, and postservice staff training was provided by:

1. State colleges and universities; these provided statewide service.

2. The Colorado Migrant Education Mobile Units provided district-level staff services.

3. The Migrant staff of the Colorado Department of Education also participated in providing in-service education activities for local school district instructional personnel.

4. Exchange teachers from Texas were also utilized in the in-service and preservice education of teachers. They were involved at the local district level and also at the statewide in-service education meeting held in Greeley.

5. A great deal of in-service education was concerned with the use of supplemental curriculum materials and equipment. This was done at the local district level by all of the agencies and persons listed previously.

6. Materials from Texas were utilized in staff preparation, planning, and implementation of the Colorado Migrant Education Program.

7. Colorado participated in the Interstate Teacher-Exchange Program with Texas, and also hosted a delegation from the state of Arizona for approximately one week during the past summer. Seven teachers and administrators from Arizona visited Colorado Migrant programs.

NONPUBLIC SCHOOL PARTICIPATION

The Colorado Migrant Education Program is primarily a summer program. During this time, children attend summer schools regardless of their previous attendance in public or nonpublic schools. During the regular school term, children coming to Colorado are recruited into the public schools because most of the areas where migrant workers go in Colorado are not served by private or parochial schools.

DISSEMINATION OF MATERIALS AND FINDINGS

Materials developed by the Colorado Migrant Education Program are shared with other states through the U.S. Office of Education.

Worthwhile techniques for teaching migrant children are shared in statewide in-service education meetings. Districts also produce newsletters and other publications that are used to share ideas.

PARENTAL AND COMMUNITY INVOLVEMENT

Migrant parents participate in the Colorado Migrant Education Program. Parents have been employed in the program. In addition, many older brothers and sisters of migrant

children have been employed in the program. Parents also participate by making their wishes known to the Migrant Program Family Contact person, by participating in fiestas sponsored by the school, by attending "Back-to-School Night," and by participating in consultations with school personnel concerning their children.

Parents were involved in the planning of these activities by being consulted by school personnel. The fiestas and the food for "Back-to-School Night" were generally prepared by the mothers of migrant children.

Many volunteers were utilized in the Migrant Education Program. In addition to personnel, many organizations provided items such as food, clothing, and other necessities for migrant families and children. Approximately fifteen different organizations participated in helping the Migrant Education Program.

PROGRAM EFFECTIVENESS

Generally, programs were very effective. However, two new programs instituted in Colorado for the first time were not up to par and will need considerable guidance during the present year in order to improve them. Much closer supervision will be exercised over the programs this year than during the last. In addition, they will receive more services through our Migrant Mobile Units.

SPECIAL AREAS

Efforts were made toward the implementation of vocational education programs during the past year. Activities such as leatherwork and woodworking were utilized. For the girls, homeliving courses, cooking, and home economics were strengthened. Much remains to be done in the area of vocational education. Some of these were new activities for districts and others were extensions of previous years' programs.

CONSTRUCTION - EQUIPMENT

There was no construction from migrant funds in Colorado during the past year. The equipment purchased was used for direct instructional purposes for migrant children. In addition, equipment previously purchased with Title I funds was utilized during the summer in migrant programs.

It is emphasized that the purchase of equipment and instructional materials was held to a minimum in Colorado, and Title I equipment was utilized whenever possible. This enabled the use of more funds for direct instructional services.

SUPPORTIVE SERVICES

The directors of the Migrant Mobile Units have been in communication with the "sending" states to insure proper health service follow-up. In addition, use of the Interstate Record Transfer System has resulted in a closer cooperation among states. When this system becomes fully automated, cooperative planning among states will become much more feasible.

PROGRAM INTEGRATION

When migrant children come to Colorado during the regular school term, they are completely integrated into the existing schools and classrooms within the schools. Services provided at Migrant Program expense during the regular school year are those services in addition to regular school services. In other words, migrant children, during the regular school session, are entitled to and receive regular school services that all public school children in Colorado receive. The program does fund such activities as tutorial programs, additional health services, food services, and other needs that are identified. Items such as textbook fees and other student fees normally charged to

students by the schools are paid for by the program when the migrant pupil is unable to defray all or part of the school fee charges.

STAFF UTILIZATION

Aides were used in order to individualize instruction for migrant youngsters. They were also used in setting up lines of communication with migrant parents and adults. Some of the aides are bilingual and are able to bridge the language gap. A number of aides came directly from the migrant stream and were helpful in getting support for the program.

Adult volunteers from all segments of the permanent and migrant community were part of the program, as were volunteers from the community and state and local agencies.

Professionals were used in the teaching process, to supervise the teaching process, and to work directly with youngsters. They were responsible for migrant education programs at the local level and conducted all duties required in normal classroom instruction. In addition, they supervised field trips, cultural activities, and in general were always in attendance when children were under the auspices of the school.

NEW PROGRAMS

During the past year, three new programs were instituted during the summer. In all instances, local effort was maintained by providing facilities for the programs and by utilizing district and Title I materials in the instructional effort. As during the summer, the regular schools are not in session, and equipment is generally available. Items such as teachers' salaries, transportation costs, food costs, and other items were borne by the Migrant Education Program during the summer. All districts kept good faith and maintained local effort during the entire year.

PROGRAM CRITIQUE

The state of Colorado has had an education program for the children of migratory workers since 1954, and the school districts that implement the programs have had considerable experience working with the migrant child. Generally, the program has been, and was during the past year, very successful. A very small portion of the migrant program should be improved. These lacks generally occurred in the very new programs. The program has been extremely successful in recent years, due to the advent of substantial funds made available through the Federal Government. These funds have enabled us to reduce the teacher-pupil ratio, institute programs for older children, provide more field trips, and other extracurricular activities, and has enabled us to make use of a considerable number of teacher aides, in order to individualize instruction.

Some program improvements could be achieved by earlier funding of migrant programs. This would enable local school districts to better plan individual programs. The program would also benefit from additional bilingual staff members and by the procurement and design of needed instructional materials, especially geared to the Hispano child. Additional mobile units would enable us to better serve the needs of children in the various school districts, and a more comprehensive program of teacher-exchange and in-service education would also appear to be beneficial. Enlarging the continuing education program where migrant college-age young people are able to work in local programs and attend college will be a priority item next year.

Generally, the Colorado Migrant Education Program is a good program, but improvements can be made in the areas mentioned above.

Table 1

CONTRACTS WITH OTHER AGENCIES

EXECUTED DURING FISCAL 1968-69

Agency	Amount	Service
COLORADO STATE UNIVERSITY	$19,521.00	Mobile Unit Operation
UNIVERSITY OF COLORADO	28,265.00	Mobile Unit Operation
COLORADO STATE COLLEGE	3,242.94	In-Service Education
SAGUACHE COUNTY COMMUNITY COUNCIL	2,500.00	Operation of School
ADAMS STATE COLLEGE	1,600.00	In-Service Education
	$55,128.94	

Table 2

EXPENDITURES

COLORADO MIGRANT EDUCATION PROGRAM

FISCAL SEPTEMBER 1, 1968, -- AUGUST 31, 1969

** Includes both State and Federal Funds*

	EXPENDITURES
ADAMS 27J	$ 36,180.51
BACA COOP.	29,167.92
BENT RE1	8,064.56
BOULDER RE1J	23,830.40
COSTILLA R30	3,950.00
DELTA 50J	13,318.82
KIT CARSON RE6J	55,297.00
LARIMER R1	48,294.19
LOGAN RE1	18,647.55
MESA 51	10,078.67
MORGAN RE-2J	15,870.17
MORGAN RE3	27,021.61
MORGAN RE50J	23,009.00
NORTHEAST COOP.	31,564.32
OTERO R2	3,181.17
OTERO 3J	31,841.08
OTERO R4J	3,425.93
PHILLIPS RE1J	28,476.00
PROWERS RE1	45,874.18
PROWERS RE3	3,603.82
PUEBLO 70	7,836.70
RIO GRANDE C-8	4,652.70
SEDGWICK RE3	20,042.29
WELD RE1	75,715.00
WELD RE2	16,948.00
WELD RE4	2,320.42
WELD RE5J	21,722.61
WELD 6	83,650.09
WELD RE7	4,064.04
WELD RE8	31,169.65
WELD RE9	34,990.15
	$763,808.55

School Year 1968-69

Table 3

FALL 1968

	Term Days	Enrollment	Days Membership	Days Present	Days Absent	Average Daily Attend.
Adams 27J	77	18	540.0	523.5	16.5	6.80
Baca Coop.	90	83	3,850.0	3,452.5	397.5	38.36
Delta 50J	90	122	5,075.5	4,561.0	514.5	50.68
Larimer R1	90	18	303.0	276.0	27.0	3.07
Mesa 51	90	45	359.0	336.0	23.0	3.73
Morgan Re2J	91	6	523.0	457.5	65.5	5.03
Morgan Re50J	60	53	3,158.0	2,901.5	256.5	48.36
Otero R2	91	27	1,645.0	1,596.0	49.0	17.54
Otero 3J	83	87	3,606.0	3,335.0	271.0	40.18
Otero R4	90	13	468.0	432.5	35.5	4.80
Prowers Re1	90	140	5,178.0	4,832.5	345.5	53.69
Prowers Re3	90	17	1,034.0	1,008.5	25.5	11.20
Pueblo 70	90	14	380.0	305.0	75.0	3.39
Rio Grande C8	90	55	2,675.5	2,530.5	145.0	28.12
Weld Re1	89	124	6,689.5	5,984.5	705.0	67.24
Weld Re2	89	207	11,315.0	10,293.5	1,021.5	115.66
Weld Re4	89	86	4,542.0	4,255.0	287.0	47.81
Weld Re5J	90	23	1,775.0	1,532.0	243.0	17.02
Weld 6	91	173	11,993.0	10,579.0	1,414.0	116.25
Weld Re7	90	185	9,863.0	8,884.0	979.0	98.71
Weld Re8	90	110	1,331.0	1,110.0	221.0	12.33
Weld Re9	90	76	4,524.0	4,075.0	449.0	45.28
22 Projects		1,682	80,827.5	73,261.0	7,566.5	835.25

Table 3A

SCHOOL YEAR
1968-69

FALL 1968

HOME BASES REPRESENTED

TEXAS	873
COLORADO	473
NEW MEXICO	52
OTHER	196
UNKNOWN	88
	1,682

GRADE LEVELS→

UNGRADED	191
K	88
1	287
2	230
3	212
4	178
5	152
6	126
7	82
8	53
9	30
10	20
11	14
12	7
SPEC. ED.	9
UNKNOWN	3

TOTAL 1,682

School Year 1968-69

Table 4

SPRING 1969

	Term Days	Enrollment	Membership	Present	Absent	Average Daily Attend.
Adams 27J	24	7	168	166	2	6.92
Baca Coop.	90	49	3,952	3,513	439	39.03
Delta 50J	89	32	2,107	1,842.5	264.5	20.70
Kit Carson Re6J	30	73	1,987	1,843	144	61.43
Larimer R1	23	20	368	363	5	15.78
Logan Re1	22	33	375	368	7	16.72
Morgan Re2J	90	6	529	483.25	45.75	5.37
Morgan Re50J	41	49	1,413	1,348	65	32.88
Otero R2	89	17	945	920	25	10.34
Otero 3J	90	31	1,322	1,256.25	65.75	13.96
Otero R4J	90	16	880	830.5	49.5	9.23
Prowers Re1	88	56	4,504	4,019.5	484.5	45.68
Prowers Re3	90	25	1,752	1,604.5	147.5	17.83
Rio Grande C8	90	22	1,980	1,808	172	20.09
Sedgwick Re3	38	47	825	770	55	20.26
Weld Re1	91	97	6,982	6,223	759	68.38
Weld Re2	92	154	9,202	8,178	1,024	88.89
Weld Re4	90	44	2,278	2,143.5	134.5	23.82
Weld Re5J	92	52	3,260	2,789	471	30.31
Weld 6	89	182	11,223	10,079.5	1,143.5	113.25
Weld Re7	92	168	9,312	8,354	958	90.80
Weld Re9	90	71	3,265	3,078.5	186.5	34.20
22 Projects		1,251	68,629	61,981.00	6,648.00	785.87

Table 4A

SCHOOL YEAR
1968-69

SPRING 1969

HOME BASES REPRESENTED

TEXAS	557
COLORADO	418
CALIFORNIA	39
OTHER	163
UNKNOWN	74
	1,251

GRADE LEVELS →

UNGRADED	182
K	69
1	187
2	154
3	137
4	136
5	109
6	86
7	57
8	56
9	27
10	20
11	9
12	3
SPEC. ED.	9
UNKNOWN	10
TOTAL	1,251

School Year 1968-69

SUMMER 1969

Table 5

	Term Days	Enrollment	Days Membership	Days Present	Days Absent	Average Daily Attend.
Adams 27J	49	157	4,218	3,506.5	711.5	71.56
Baca Coop.	48	111	2,873	2,637	236	54.94
Bent Re1	37	27	772	673	99	18.19
Boulder Re1J	39	123	3,011	2,759	252	70.74
Costilla R30	20	11	220	192	28	9.60
Delta 50J	34	63	1,034	886	148	26.06
Kit Carson Re6J	36	284	7,652	6,585	1,067	182.92
Larimer R1	58	189	3,898	3,485	413	60.09
Logan Re1	30	79	1,429	1,338	91	44.60
Mesa 51	58	51	1,368	1,102	266	19.00
Morgan Re2J	35	61	1,403	1,351	52	38.60
Morgan Re3	34	145	2,362	2,122	240	62.41
Morgan Re50J	30	168	3,897	3,364	533	112.13
Northeast Coop.	33	212	5,199	4,678	521	141.76
Otero 3J	59	142	5,050	4,637	413	78.59
Phillips Re1J	35	184	4,076	3,320	756	94.86
Prowers Re1	48	104	3,381	3,092.5	288.5	64.43
Pueblo 70	40	30	978	918	60	22.95
Sedgwick Re3	30	107	2,601	2,357	244	78.57
Weld Re1	50	245	7,420	6,572	848	131.44
Weld Re5J	45	140	3,791	3,288	503	73.07
Weld 6	43	386	8,976	7,932	1,044	184.46
Weld Re8	44	180	3,767	2,469	1,298	56.11
Weld Re9	46	163	5,100	4,472	628	97.22
24 Projects		3,362	84,476	73,736	10,740	1,794.30

Table 5A

SCHOOL YEAR
1968-69

SUMMER 1969

HOME BASES REPRESENTED

TEXAS	2,303
COLORADO	482
NEW MEXICO	68
OTHER	227
UNKNOWN	282
	3,362

GRADE LEVELS → UNGRADED....876
K.....261
1.....478
2.....429
3.....351
4.....354
5.....347
6.....131
7..... 46
8..... 11
9..... 2
10.....
11.....
12.....
SPEC. ED.. 3
UNKNOWN..... 73

TOTAL 3,362

Family Contact Interview Report

STAMP

Date_____

School District_____

County_____

Family Name | Mother's First Name | Father's First Name

_____ _____ _____

Present address_____
Street--Town Last Town

Names and Ages of Children

_____(age) _____(age) _____(age)

_____(age) _____(age) _____(age)

Special interest of parents_____

_____

Special problems_____

_____

Immediate needs_____

_____

First contact (action taken)_____

_____

Subsequent contacts (action taken)_____

_____

Nick Rossi, Consultant
Education of Migrant Children
Colorado Department of Education
Phone: 892-2214

5-68

COMMENTS OF INTERVIEWER